Teacher EDUCATION

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RICE

Literacy across the Curriculum

422/522/Spring/2016
Thursday/ 6:00 – 9:00 p.m.
Herman Brown, room 22

Instructor/Title: Literacy across the Curriculum
Office Hours: Thursdays, 4 - 6 p.m.
Office Location: Herman Brown, Rm.25
Office Phone: 713-348-4826
Cell Phone: 281-793-7629
Email: sdw1@rice.edu

COURSE DESCRIPTION: How students are taught to read and write in all academic and elective disciplines is critical to the academic development of adolescents. Multiple literacies will be discussed in terms of theory and practice. We will examine reading, writing, listening, speaking and thinking strategies across the curriculum and their impact on learning. Students will investigate, plan, and practice the skills of using literacy strategies for their specific discipline.

COURSE OBJECTIVES/LEARNING OUTCOMES

By the end of this course the student will be able to….

1. Recognize how lesson content and skills connect with other disciplines and within the discipline
2. Recognize current multiple literacy research on best pedagogical practices
3. Adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners
4. Design lessons using a variety of literacy pedagogical techniques to convey information
5. Design lessons that provide students with learning experiences that promote vocabulary building
6. Design lessons that use reading as an active process of constructing meaning

7. Design lessons that use writing as a tool for inquiry, research, and learning
8. Design lessons that features instruction that maximizes students' oral and listening skills
9. Apply instructional strategies that promote student achievement of specific learning objectives in the TEKS
10. Apply the role of assessment in guiding instructional planning

STANDARDS AND COMPENTCIES from Chapter 149, Texas Administrative Code

Literacy across the Curriculum

Standards and Competences		Chapter or Assignment
Standard 1: A, iii	Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.	Reading: Subject Matter Chapters 2- 3; and Marzano, Chapters 2-4; Fisher and Frey, Chapter 1
Standard 1: B, i,ii,iii	Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.	Construct a lesson plan integrating literacy strategies (required in the first weekly lesson plans reading and writing strategies and in the second weekly lesson plans reading, writing, speaking and listening strategies) for your content area. Include specific modification or differentiation within the lesson plan.
Standard 1: E, i, ii,iii	Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Subject Matter Chapter 7; Wilfong; and Mazano Chapters 7
Standard 2: B,i,ii, iii	Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.	Robinson, McKenna, Conradi Chapter 5
Standard 3: B, iii	Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.	Fang, Adolescent Literacy; Draper, Chapter 2, Fang, Challenges of Adolescent Literacy.

Chart for the 17 Curriculum Topics [TAC §228.30(b)]

1. Reading instruction for each certificate Domain I, II	
a) Text Structure (organization)	Reading: Subject Matter Chapters 2- 3; and Marzano Chapters 2 – 4, Fang , Challenges of Adolescent Literacy
b) Vocabulary teaching strategies	Subject Matter Chapter 5 ; Bintz, Vocabulary; Marzano, Chapters 6, 9,10, & 11; Fisher and Frey , Chapter 6
c) Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	Reading: Subject Matter Chapters 2- ; and Marzano Chapters 2 – 4; Jetton and Shanahan, Chapter 2 ; Fisher and Frey, Chapter 1 & 6 – 8.

REQUIRED COURSE MATERIALS

Textbooks: Fisher, Douglas and Frey, Nancy. *Improving Adolescent Literacy: Content Area Strategies at Work, Third Edition. Pearson. 2012.*

Other readings that are required will be on Canvas, under Modules. Otherwise, they will be provided in class.

Other Required Materials:
A bibliography will be posted on Canvas for further reading and research.

COURSE FORMAT

Class sessions consist of discussions, and student centered activities that introduce important concepts and demonstrations, examples, and exercises. During class, students should feel free to raise questions or discuss the material. It is expected that the classroom atmosphere will be supportive of cooperative efforts among class members and between the instructor and class members.

PERFORMANCE TASKS (required assignments, examinations, papers, etc.)
The style required for papers is that of the American Psychological Association (APA). Grading rubrics will be made available for each assignment in advance. Your grade will be constructed of several components:

Assignments for MAT (522)

Optional assignments for non-clinical teachers who are not in the education program

Students' final grades will be made up of several components:

Task	Due Dates	Point Contribution to Final Grade	Expectations (see complete description in Performance Criteria section)
Criminal Background Check for Observations	**1/21**		For students who are not student teachers: complete the VIPS application and submit a copy of your identification prior to 1/ . HISD: www.houstonisd.org/vips Or www.houstonisd.org/vipslogin
5 hours of classroom observation for students not in clinical teaching	**2/11 – 2/18**		Needed to write Paper 2 and participate in Life in School event.
Paper 1	**2/2/15**	20 pts.	See assignment details below. Paper rubric is located at the end of syllabus.
Facilitation of a class discussion (522)	**2/4 – 4/7**	15 pts.	MATS (522) Sign up on January 21 during class.
5 hours of classroom observation for students who are clinical teachers	**1/21 – 3/24**		Needed to write Paper 2 and prepare lessons for Life in School event
A one day lesson plan 1 … using literacy strategies that address diverse learners *1	2/12/15	30pts	See assignment details below. See lesson plan rubric at end of syllabus.

Option for non-clinical teachers or who are not Education MAT students. Analysis of readings.*1	2/12/15	15 points	Analysis of readings from "Teaching Reading Comprehension in the Content Areas. How do smart readers think? "
Life in School Event	**2/24/15**		Attendance required. Students in clinical teaching must present a lesson plan that addresses special needs, ELL, or GT assessment accommodations. Students not in the climical teaching cycle must prepare questions that address the strategies used to accommodate for diverse learners. Information to be used in Paper 2.
Lesson plan presentation must be accompanied by student work	**2/19 -**	15 pts.	See details for below. See presentation rubric. Present only once. (Sign up for lesson plan presentations on January 21)
Paper 2	3/13	20 pts.	See paper rubric
One day lesson plan 2 (for clinical teachers and MATS in Education program)*2	3/23	30 pts.	See lesson plan rubric
Option for non-clinical teachers or who are not Education MAT students. Analysis of readings.*2	3/23	15	Analysis of readings from "Teaching Writing as a Means Learning and Inquiry"
Interview Paper (522)	4/9/14	15 pts.	See assignment details below.
Paper 3	4/16	20 pts.	See assignment details

Assignments

Paper 1: Research and write a paper analyzing a reading literacy strategy and the theory that supports its use in your specific content area. The paper could for example discuss how the use of reciprocal teaching impacts the literacy development of your students. Student work should accompany your paper and be used as support in your paper. If you are not in a clinical teaching

position, the paper could analyze the use of a specific reading strategy in the classroom and a description of its use in a classroom. The paper must include bibliography. 3-5 pages. 20 pts.

Facilitate a Discussion (522) : Research literacy strategies that apply to your content areas or general literacy themes that pertain to adolescent literacy such as critical literacy or digital literacy. Prepare to lead a discussion based on two articles and a video from your research. E-mail these articles and video one week prior to your discussion to the class. All materials and facilitation plans must be approved by instructor during a pre conference prior to your facilitation date. You may use a variety of discussion strategies: jigsaw, Socratic Seminar, or an SRI protocol. (522)…..15 pts.

One day lesson plan 1 : Construct a one day lesson plan integrating literacy strategies (required in the first lesson plan reading and writing strategies for your content area). Include specific modification or differentiation within the lesson plan. Use the TEKS to establish objectives, provide all the handout materials, assessments, and rubrics with the lesson plan. Use the Rice Teacher Education lesson plan template. You may use the same lesson plan that you prepare of Life in School event. The lesson must be new and have future use in a classroom setting. 30 pts.

Optional/Substitute for Lesson Plan for non-student teaching students 1: Analysis of reading: Analyze the reading from"Teaching Reading Comprehension in the Content Areas. How do smart readers think?" This is not a summary but a line of argument in support of reading strategies in content areas across the curriculum. Add at least one link to a teaching video that demonstrates one or more of the reading strategies. Use PBS, Teaching Channel, Edutopia or other valid source. (2-3 pages) 20 pts.

Paper 2: Write an analysis of the use of literacy strategies you have observed, discussed, or used in classes including strategies used to accommodate for special needs, G.T., and ELL students. Include in your analysis classroom observations, Life in School event, class readings, and discussions. Include in your paper routine, procedures, and classroom culture from your observations that impacted student engaged and learning. Cite readings, classrooms observed, and lesson observed at Life in Schools. 3-5 pages. 20 pts.

Presentation of lesson plans: Select a focus from your lesson plan to present with a question that you have about improving the plan for literacy, addressing a specific student's literacy progress, or alignment of your resources to TEKS or rubrics that promote literacy. The focus should include addressing the literacy of your students. Discuss the impact expected on student learning. If enrolled in clinical teaching, bring three samples of student work (samples should include high, average, and low evaluations). Explain how literacy strategies were used and their possible impact on these samples. (30 minutes) …..15 pts. For MAT or Experienced MAT students not teaching, the student work will be excluded. (522)

One day lesson plan 2: Construct a one day lesson plan integrating literacy strategies for two of the three following literacies speaking, listening, and writing strategies for your content area. Include specific modification or differentiation within the lesson plan. Use the TEKS to establish objectives, provide all the handout materials, assessments, and rubrics with the lesson plan. Use

the lesson plan format used by Teacher Education program. The lesson plan must be new and can be used in a future class. 30 pts.

Optional/Substitute for Lesson Plan 2 for non-student teaching students 2: Analysis of reading: Analyze the reading from" Analysis of readings from "Teaching Writing as a Means Learning and Inquiry". This is not a summary but a line of argument in support of writing strategies in content areas across the curriculum. Add at least one link to a teaching video that demonstrates one or more of the writing strategies. Use PBS, Teaching Channel, Edutopia or other valid source. (2-3 pages) 20 pts.

Interview Paper: Prepare a series of question that address the teaching of literacy strategies in your content area. Interview a teacher, administrator, or an instructional coach in your content area about using teaching literacy in their class. Analyze the interview based on the class discussions, readings, videos, and observations. Submit your questions prior to the interview for approval and revision. Personnel available for interviews will be mutually arranged between the student and the instructor. 15 pts. (522)

Paper 3: Write an argumentative paper in support of using literacy strategies in contents across the curriculum. Include specific strategies that include reading, writing, speaking, and listening. Cite readings, classroom observed, and lesson observed at Life in Schools. If you are in clinical teaching, you are required to provide samples of student work demonstrating the use of literacy strategies in your class instruction. (3-5 pages) 20 pts.

Experienced Teacher MATs

If you are an Experienced MAT, you have options to substitute different assignments for specific assignments.

1. In place of the two one day lesson plans, you would design two professional development sessions on literacy strategies for two different content areas.
2. In place of the lesson plan presentation, you could present a professional development plan that you have prepared . You would pose a question or dilemma about the plan and use a protocol to deconstruct the plan based on this question or dilemma.

GRADING POLICIES/PROCEDURES

Indicate your grading scale.

Example:
The following is the breakdown for the grades. Your points for each assignment will be totaled and a final grade will be assigned as follows:

	MAT	In the Teacher Education Program: Undergraduate
Grade A	165 – 150	115 - 103
Grade B	149 - 135	102 - 90
Grade C	134 – 120	89 - 77
Grade D	129 - 115	76 - 64
Grade F	Below 114	Below 63

Undergraduates Not in the Teacher Education

Grade A	100 - 90
Grade B	89 80
Grade C	79 - 70
Grade D	69 - 60
Grade F	Below 59

CLASS POLICIES

a) Students will be expected to attend all classes and to notify instructor if the student will miss class.
b) Students will be expected to arrive on time to class.
c) Students will be expected to actively participate in class
d) Students will be expected to turn in all assignments on time unless other arrangements have been made.
e) Under certain circumstances, papers or other written work with inadequate grades may be resubmitted within an arranged time frame.

As a final note, as a courtesy to your peers and the instructor, please put your cell phone on silent mode/vibrate during class.

TENTATIVE SCHEDULE

The course outline may be modified as the course proceeds depending on the progress of the group. The tentative schedule is as follows:

Week	Date	Topic	Assignment
1	1/14/16	Class Introduction: Review of syllabus and discussion of rubric will take place on Blackboard on Saturday morning, 1/16 or a mutually agreed upon time between students and instructor. One exception is the criminal background check for classroom observations. For students who are not student teachers: complete the VIPS application and submit a copy of your identification prior to 1/ . HISD: www.houstonisd.org/vips Or www.houstonisd.org/vipslogin All students should seek criminal background checks in order to observe on HISD campuses. If you have not submitted a criminal background check, follow the link Building a Community of Learners Adolescent Literacy: How does literacy impact learning in the content areas?	Robinson, McKenna, and Conradi Chapter 7; el; Literacy Challenges with ESEA, http://all4ed.org/wp-content/uploads/2015/08/LiteracyWithinESEA.pdf Daniels, Subjects Matter, Chapter 1 Attributes of a Learning Community
2	1/21/16	Literacy Responsibilities of the Content Teacher: Why are content teachers responsible for literacy in their classes?	Draper, Chapter 2; Fang, "Adolescent Literacy"; Roberts
3	1/28/16	Teaching Reading Comprehension in the Content Areas. How do smart readers think? What structures support adolescent literacy? Preparing for classroom observations.	Subjects Matter Chapters 2- 3; Fisher and Frey, Chapter 1; Fang, "Challenges"; and Marzano, Chapters 2-3

4	2/4/16	Teaching Reading Comprehension in the Content Areas Continued: What strategies impact reading comprehension?	Reading: Fisher and Frey, Chapters 2 & 4; Wilfong; Blazer,
5	2/11/16	Reading Strategies Across the Curriculum: What are the best graphic organizers & vocabulary building strategies for specific content areas?	Fisher and Fry, Chapter 3 & 6 ; Bintz, Vocabulary; Marzano, Chapters 6 & 10,
6	2/18/16	Diverse learners and literacy in the content area.	Robinson, McKenna, Conradi Chapter 5; Foegen; Beck
	2/24/16	Required attendance at Life in Schools.	
7	2/25/16	Teaching reading skills: What are strategies that can be used to teach inferencing, generalizing , identifying cause and effect?	Beers, Chapters 4 & 5; Meltzer
	3/3/16	Spring Break	
8	3/10/16	Using assessments to guide instruction and aligning instructional strategies to the TEKS http://www.tea.state.tx.us/index2.aspx?id=6148&me nu_id=720&menu_id2=785	Vacca and Vacca Chapter 8; Marzano Chapter 8; Fisher and Frey, Chapter 9
9	3/18/16	Teaching Writing as a Means Learning: What does writing look like in the content areas like math, science, art, or foreign language?	Daniels, Zemelman and Steineke Content Area Writing Chapters 1 -2;
10	3/24/16	Teaching Writing as a Means of Inquiry: What kinds of writing strategies work across the curriculum?	Kinlock; Miller ; Fisher and Frey, Chapter 8
	3/31/16	Mid Term Break	
11	4/7/16	Teaching Writing as a Means of Inquiry: Developing activities with writing strategies?	Daniels, Zemelman and Steineke Chapter 4; Marzano Chapter 9.
12	4/9/16	Speaking and listening as a literacy skill. Why does substantive conversation increase learning?	O'Keefe; Zhang
13	4/14/16	Speaking and listening as a literacy skill. How are ELL students impacted by speaking and listening across the curriculum?	Wilhelm; Cooper / Morreale;
14	4/21/16	Critical Multimedia Literacies for the content areas Critical literacy across the curriculum: How does critical literacy influence student learning?	Vacca and Vacca Chapter 12; Nichols; Semali Chapter 2
	4/25/15	Study Days	

	4/29/15	Final Exams	

ACADEMIC HONESTY

The academic Honor System is one of the most valued traditions at Rice, but it can only be effective if the entire student body accepts its responsibilities, individually and collectively, for maintaining the integrity of the system. The effectiveness of the Honor System also depends upon the support and cooperation of the faculty. Every student should read the Constitution and By-laws of the Honor Council and the Honor Code. Copies can be obtained in the Office of the Assistant Dean, Student Judicial Programs. A brief guide to policies and procedures can be found at http://students.rice.edu/Template_DOU.aspx?id=3024.

ADA STATEMENT

When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. If you require support services, let me know and contact Alan Russell, Director of Disability Support Services, at adarice@rice.edu or 713-348-5841. Please notify us no later than the first week of class.

ADDRESSING THE NEEDS OF DIVERSE LEARNERS

Sample text: It is especially important to use appropriate and multiple forms of assessment with diverse learners and students with special needs. To ensure that diverse student preferences for learning and expression are honored, a variety of learning modes will be used.

ATTENDANCE:

Sample text: Attainment of the objectives of this course is directly related to the developmental sequences of experiences from one class meeting to another; thus, frequent absences from class makes it unlikely that a grade of A could be earned. Students will be expected to attend all classes and be punctual. If you come late because of traffic or other reasons, please come in and make sure you get the handout/s, activities, etc.

As busy individuals, there may be a time when you cannot be in class. In this case, please let the instructor know in advance. **One class may be missed for a valid reason with permission**. You are responsible for the content and assignments that are missed.

DROP DATES:

Please refer to the academic calendar for drop dates: http://registrar.rice.edu/content.aspx?id=173

INCOMPLETE GRADES:

Often, students enter a course thinking that they can take an "Incomplete" (INC) grade of they decide they will not complete the course requirements on time. Please keep in mind that students will not be allowed to take a grade of INC in this course due to poor planning on their part.

As your instructor, I am required to report this designation to the Office of the Registrar when a student fails to complete a course because of verified illness or other circumstances beyond the student's control that occur during the semester. If you find you do have a legitimate reason for the INC grade, please talk to me as soon as possible to discuss the situation and to identify the documentation that will be required to support your request. For additional information please refer to http://registrar.rice.edu/facstaff/grade_info/.

INTEGRATION OF TECHNOLOGY

Sample text: All students will be expected to be proficient with a word processing system and using internet for literature review searches. In addition, all students are required to: (1) communicate by email; (2) complete assignments using a word processing program; (3) submit assignments to the instructor by email if absent from class on the day the assignment is due; (5) use the library's electronic databases for literature reviews; (6) possibly, we will create a class blog for ongoing questions, discussions and student concerns.

Note. We might integrate other forms of technology as necessary. I welcome your ideas as well.

OTHER USEFUL REFERENCES

NOTE: Information contained in this course syllabus, other than the absence policy, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

ASSESSMENT RUBRIC: Facilitating Class Discussion

	5	4	3	2	1
Preparation	**Clearly well-prepared. Showed an excellent understanding of the issue/text at hand.**	**Well-prepared. Showed a good understanding of the issue/text at hand.**	**Mostly prepared. Showed a partial understanding of the text/issue at hand.**	**Somewhat prepared. Some misunderstood key elements of the text/issue at hand.**	**Unprepared. Misunderstood key elements of the text/issue at hand.**
Organization	**Very well-organized. Discussion questions and activities built on each other to lead class progressively to an in-depth understanding of the text/issue.**	**Well-organized. Questions and activities led class to a good understanding of the text/issue, but some portions of the discussion might have been better placed.**	**Mostly organized. Led class to a basic understanding of the text/issue, though the progression was not always clear.**	**Somewhat organized. Questions and activities somewhat built on each other, there was somewhat of a logical progression that could be perceived.**	**Disorganized. Questions and activities did not build on each other, there was not a logical progression that could be perceived**
Questions/ Activities	**Higher cognitive questions and activities that elicited much discussion and led students to an in-depth understanding of the text/issue.**	**Good questions/ activities that elicited some discussion and led class to a good general understanding of the text/issue.**	**Questions/activities elicited some responses and led class to a basic understanding of the text/issue, but did not delve into the more profound aspects.**	**Questions/activities were somewhat formulated, somewhat elicited discussion and only dealt with the text/issue tangentially or in very vague terms.**	**Questions/activities were poorly formulated, did not elicit discussion and only dealt with the text/issue tangentially or in very vague terms**

Assessment Rubric: Lesson Plan Presentation

Presentation of Lesson Plans

Objective	Exceeds = 3	Proficient = 2	Unsatisfactory = 1
Preparation	Materials and plans are prepared and distributed prior to due date. Problem or question about plans posed along with materials and plans.	Materials and plans are prepared and distributed by the due date	Materials and plans are late
Lesson Plans	Presenter constructs cognitively higher level questions about the plans that lead to major reflective conclusions	Presenter constructs good questions about the plans that lead to discussion that somewhat create reflective conclusions	Presenter constructs closed questions about the plans that lead to discussion, but there are no conclusions
Student Work	Presenter uses student work to analyze how strategies impact or did not impact student learning	Presenter uses student work to analyze how strategies impact student learning	Presenter uses student work that does little to identify how strategies impact student learning
Communication skills	Presenter communicates and actively listens to group responses with genuine reception of new or revisions from group. Identifies ideas that can be applied.	Presenter communicates and actively listens to group responses with some reception of new or revisions.	Presenter shows no interest in the group's ideas or revisions.
Final Reflection	Presenter states three or more conclusions about how they can use the discussion to improve the lesson plans	Presenter states two conclusions about how he or she can use the discussion to improve the lesson plans	Presenter states one conclusion about how he or she can use the discussion to improve the lesson plans

Interview Paper Rubric

Paper components	3 – Exceeds	2- Good	1 - Poor
Questions	Questions clearly define the purpose of the conversation	Questions somewhat define the purpose of the conversation	Questions are scattered and do not follow a define a purpose for the conversation
Thesis	Thesis is clearly stated and supported by questions asked	Thesis is stated and somewhat supported by questions asked	Thesis is unclear and questions do not support
Details	Interviewer's answers support the thesis*, and class discussions and readings are integrated	Interviewer's answers somewhat support the thesis* and some class discussions and readings are integrated	Interviewer's answers do not support thesis*, nor are class discussions and readings integrated
Analysis	Analysis of interview, class discussions, and reading are integrated into paper	Analysis of interview, class discussions, and readings are somewhat integrated into paper	Very little analysis of interview, class discussions, and readings are integrated into paper
Conclusion	Conclusion clearly summarizes the outcomes and its impact on the author's view	Conclusion somewhat summarizes the outcomes and its impact on the author's view	Conclusion does not summarize outcomes nor how it impacted the author's view

*The thesis could disagree with interview's answers based on support of the thesis through the readings.

Paper Rubric

Paper Rubric

Component	Exemplary - 4	Competent - 3	Developing - 2	Unsatisfactory -1
Information complete	The paper is complete and leaves no important aspect not addressed	The paper is complete and leaves no important aspect not addressed	The paper is somewhat complete but is missing several important aspects of the topic.	The paper is clearly incomplete with many important aspects of the topic left out
Comprehension of topic	The author has a good grasp of what is known, what is generally accepted and what is yet to be discovered	The author has a good grasp of relevant information but fails to distinguish between what is known, what is generally accepted, and what is yet to be discovered	The author has a fair grasp of relevant information but fails to distinguish known, accepted, and what is yet to be discovered	The author has a poor grasp of the relevant information
Information supported with significant details	____Appropriate significance is assigned to the information presented and irrelevant information is rarely included	The paper occasionally used information in a way inappropriate to its significance or includes much irrelevant information	The paper often misuses information and its significance	The paper frequently uses information inappropriately or uses irrelevant information
Information connected to instructional implementation	Connections between the topic of the paper and related topics are made that enhance understanding	Some connections are made to related topics	Few connections are made to related topics	No connections are made to related topics to help clarify the information presented
Examples from classrooms experiences or observations	The author seems to be writing from personal knowledge or experience	The author seems to be writing from knowledge or experience but has difficulty going from general observations to specifics	____ The author attempts to apply knowledge from experiences but fails to make the transition from personal to specific	The work seems to be a simple restatement of the assignment or a simple, overly broad answer to a question with little evidence of expertise on the part of the author
Total				

Reading Analysis Paper Rubric for Student not in Teacher Education Program

Objective/Criteria	1- Fair	2- Acceptable	3. Good	4. Excellent
Acquaintance with materials	Missed the important points of the readings	Some main ideas from assigned readings	Many main ideas from assigned readings	Strong use of major themes from all assigned readings to advance a line of argument
Integration of readings	Readings are listed rather than used to make a point	Some readings integrated in the points in the paper	Several readings integrated to support argument	Readings from discussion and ancillary readings were integrated to support arguments
Organization	Some organizations but not of ideas.	Thesis is relevant to readings with details somewhat organized to support argument	Thesis is relevant to readings with ideas integrated throughout the paper.	Strong flow of ideas, details, and argument integrated throughout paper
Line of argument with materials	Not enough analysis. Too much summary of readings.	Some concrete solutions given to issue. Analysis is good. No summarization of readings.	Several concrete solutions given to issue with some examples given.	Line of argument well-developed with specific examples from class discussions and ancillary readings.
Communicative quality	No transitions. Many grammar errors.	Transitions somewhat connects ideas with some grammatical errors.	Good transitions that connect ideas with minor grammatical errors.	Strong transitions with no grammatical errors.
Total				

Assessment Rubric: Lesson Plan

Component	5- Outstanding	4 -Exceeds expectations	3- Proficient	2- Below average	1 - Unsatisfactoy
Objectives/TEKS/Student learning goals. States TEKS and formats daily learning objectives that students clearly understand, that form learning goals for students, and that are aligned to the TEKS.					
Activities connect to prior knowledge and real-world application. Accesses prior knowledge and supports real-world applications.					
Design. Exhibits cohesive, organized approach to instruction (e.g., hook/do now, mini-lesson; small group work; transition, check for understanding; includes transitions between TEKS, activities, and assessments).					
Modifications/Accommodations. Addresses a variety of special populations with different learning styles and needs.					
Assessment. Aligns with clear learning objectives; includes differentiated formative; rubrics are evident.					
Materials/resources facilitate learning. Includes power points, handouts, instructions, manipulatives, URLs, technology components, and/or other materials and resources.					
Total					